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ABSTRACT

A 1989 survey of Georgia's school superintendents was undertaken to discover the relative rank of their districts' administrative needs according to four organizational criteria: (1) school systems statewide; (2) system size and socioeconomic status; (3) system cost per pupil; and (4) system Regional Educational Service Agency (RESA). Findings were based on an 86 percent response from all of Georgia's superintendents to a 61-item mailed survey. Superintendents across the state, while ranking school-societal problems (such as drug abuse and teen pregnancy) as their highest need, divided their most critical needs into three categories: (1) people-centered problem areas, including staff morale, interpersonal relationships, and communications; (2) instructional leadership, including supervision, knowledge of curriculum and instruction, and program and teacher evaluation; and (3) managerial areas, including strategic planning, school-societal problems, and implementing change. Instructional needs declined and were displaced by managerial needs. Concerning needs by system size/socioeconomic status, all 6 groups identified at least 5 of the 10 highest needs selected by superintendents statewide. Regarding needs by system per pupil cost, each cost group demonstrated a unique pattern of administrative needs. The group of school systems within any one RESA presented a needs profile unlike that of any other. At the same time, each group included among its highest ranked needs some of the same critical needs as their peers statewide. Numerous tables and two appendices summarizing results are included. (MLH)

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The Administrative Needs of Georgia's 186 School Systems: A 1989 Survey of Superintendents with Comparisons by Size/Socioeconomic Status, Cost Per Child, and RESA

Prepared for

The Georgia Education Leadership Academy

Dr. Jimmy Puckett, Director

By

Malcolm Katz, Ed.D.

Associate Professor of Educational Leadership

Georgia Southern College

January, 1990

EA 022 115

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BACKGROUND OF THE STUDY

In each of the years 1985 through 1987 and now, again in 1989, we have sought to ascertain the critical administrative needs of Georgia's local school systems.[1] With only very minimal changes from the prior studies, this 1989 study examines superintendents' perceptions as to need of task areas common to the job of the educational leader. Since 1986, these annual studies have been commissioned by the Georgia Education Leadership Academy, Dr. Jimmy Puckett, Director.

The 1989 study goes beyond earlier studies by also inquiring into similarities and differences among local school superintendents' needs based on three variables. The first of these is a combination of size and socioeconomic status (SES): do superintendents from larger, higher-SES school systems express a set of needs that is different from, for example, those of small, lower-SES systems? The second variable is cost per pupil and finally, what about regional differences within Georgia: as we look at the perceptions of need among the school systems of each Regional Educational Service Agency (RESA), what will be the characteristics of each region's profile of needs?

All public school superintendents were asked to respond to a mailed survey instrument in April, 1989. As before, the response was excellent: 160 of Georgia's 186 superintendents provided usable survey returns (86 per cent). The 1985-1987 survey instrument was updated to include three new administrative task areas and deleted or modified three. The instrument remains, therefore, essentially unchanged and results of this 1989 study can be compared with prior studies.

Sixty-one task areas appeared on the survey instrument, organized into six categories: Organization and Administration; Management of Students; Communications Management and Public Relations; Management of Facilities, Services and Finance; Management of Instruction; and Personnel Management. Each superintendent was asked to rate each task area from "0" (no need) to "4" (high need) as they perceived it in his or her own school system.

Organization of the Report

I. Superintendents' (School System) Needs, State-wide
II. Superintendents' (School System) Needs and the Size/Socioeconomic Status of School Systems
III. Superintendents' (School System) Needs and Costs per Child in School Systems
IV. Superintendents' (School System) Needs and their Regional Educational Service Areas
V. Summary and Conclusions

[1]A variant of these studies was carried out in 1988, Georgia Superintendents Identify Their Most Troublesome Administrative Problems, Georgia Education Leadership Academy, November.

I. SUPERINTENDENTS' (School System) NEEDS STATEWIDE

The ten highest ranked needs of Georgia school systems as measured by the mean scores of responses from 160 of Georgia's 186 superintendents are shown below in Table 1. The comparable set from the 1987 study is shown also.

Table 1

The Ten Highest-Ranked Needs of Georgia's School Systems as Perceived by their Superintendents

1989 Rank	1989 Task Area	1987 Rank	1987 Task Area
1	School-societal problems (drug abuse, teen-pregnancy, etc.)	1	Supervision, evaluation of staff
2	Staff morale, group dynamics	2	Instructional supervision
3	Strategic planning	3	Evaluating program effectiveness, implementing changes
4	Instructional supervision	4	Principal's role (in management & instruction)
5	Knowledge of curriculum/instruction	5	Staff morale, group dynamics
6	Evaluating program effectiveness, implementing changes	6	Knowledge of curriculum/ instruction
7	School-parent communication	7	Knowledge of leadership techniques
8	Interpersonal relationships, rapport	8	Long, short term planning
9	Supervision, evaluation of staff	9	Interpersonal relationships, rapport
10	School-community communication	10	School-parent communication

Discussion

Most notable in this 1989 survey is that the task area that has occupied the highest rank of every prior year, "Supervision, evaluation of staff" has dropped precipitously to the rank of 9th in 1989. The decline of this need, such a persistent imperative in prior years, may be directly attributable to the statewide training program carried out by the Georgia Education Leadership Academy in 1988 in support of the implementation of the (then) new teacher evaluation instrument. With this new survey result, superintendents appear to be saying that the processes of the new evaluation program and the training program for principals and others to prepare them for it have reduced by a great measure their need in the area of teacher evaluation. This interpretation is supported by our parallel survey of principals carried out at the same time as this one. In our last study (1987) of their priority needs, principals ranked this task area at 5th. In 1989, this need level

dropped to 27th. In the year between the 1987 and 1989 study, research was carried out to determine why certain task areas had ranked high in 1987, from which we learned that the three most critical sources of problems perceived by superintendents in this area were:

1. . . . need additional skills in dealing with improvement of marginal staff members (teachers, principals, etc.)
2. . . . need training in practice in using mandated evaluation forms.
3. . . . need training in conferencing, observation skills and formulation of improvements or growth plans for staff.

We noted in our 1988 report that "these three problem areas could comprise a coherent package of content for a staff development program for school leaders." Apparently, such a program was successfully mounted by the Georgia Education Leadership Academy.

Rank No 1...The highest ranked need of superintendents was "School-societal problems (drug abuse, teen pregnancy, etc.)." This is a new item, added to the survey in 1989 to separate this task area from those associated with school discipline. With superintendents attributing a #1 ranking to this task area we have a noteworthy congruency between the perceptions of superintendents and the general public. (See Phi Delta Kappa polls of 1988 and 1989). This is in contrast to the dissimilarity between the public and superintendents that we found in our earlier surveys as to the level of need in the task area of school discipline. The discipline items of our surveys in 1985 through 1987 were ranked by superintendents between 18th and 38th, with an average of 28th. During that same period the PDK Gallup poll found the "lack of discipline" to be ranked by the general public as 1st or 2nd among problems of schools.

We found the same kind of similarity between principals (in 1989) and the public on the topic of school-societal problems, as principals ranked this item as their second-highest need. And we continue to find the same kind of divergence between principals and public on the gravity (or lack thereof) of the task area, "Discipline, due process." Principals ranked this item at 18th in 1989, which, while evidence of a much higher level of concern than its rank of 36th in 1987, is still not at the public's level of urgency.

Rank No. 2..."Staff morale, group dynamics" was the second must urgent need of superintendents. Its upward trend from its former ranking is noteworthy.

	Rank by superintendents			
	1985	1986	1987	1989
Staff morale, group dynamics	6	6	5	2

Rank No. 3..."Strategic planning," ranked third by superintendents, is notable for several reasons. Added to the survey this year to distinguish it from its precursor ("Long,short-term planning"), its high rank attests to the magnetic power exerted by a state requirement in getting superintendents attention, and to their view that their current level of professional practice in this area is inadequate. This need for long-range planning which signals a review of educational

purposes and mission as well as demographic trends has been noted as a leadership activity largely absent in the nations' school districts.

Rank No. 4..."Instructional supervision" was ranked as the fourth most critical need by superintendents, moderately diminished from its rank of 2nd in 1985, 1986 and 1987. Superintendents continue to view the day-to-day supervision of instruction (the review of the educational program in the classroom rather than how well the teacher is doing it) as of high interest. More than two out of three superintendents surveyed in 1988 identified "Focusing supervision upon the teaching-learning situation rather than upon the teacher" as the most troublesome dimension of this task area. They show by a continuing high level of concern their awareness that it is a very different task than the supervisory evaluation of teachers, which, as we noted earlier, fell sharply in need level.

Rank No. 5..."Knowledge of curriculum/instruction" was ranked at 5th, generally sustaining its previous position at 4th to 6th in 1985 through 1987.

Rank No. 6..."Evaluating program effectiveness, implementing changes" declined for the first time, having been ranked consistently at 3rd in 1985 through 1987. Both dimensions of this task area (i.e., program evaluation and change implementation) were shown by our 1988 study to have been perceived as critical to superintendents.

Rank No. 7..."School-parent communication" at 7th was the highest ranked of the internal and external communication needs. "School-community communication" was ranked at 10th, "School-staff communication" at 12th, and "Communication with students" at 17th. The general trend for all communication needs is upward, with parent and community groups posing a greater problem for school systems than staff or students. One wonders why "School-staff communications" was ranked at 12th (it was 11th in 1987) while "Staff morale, group dynamics" increased in need level, ranked at 2nd, up from 5th in our 1987 study. It would appear that superintendents did not find communication with staff to be the problematic element of staff morale.

Rank No. 8..."Interpersonal relationships, rapport" was ranked at 8th, with little change from 1987 (9th) or 1986 (8th).

Rank No. 9..."Supervision, evaluation of staff." See above.

Rank No. 10..."School-community communication." See above.

Other Trends Noted

There appears to be a trend in which previously high-ranked "instructional" needs declined in rank to be replaced by "managerial" needs. For example, while the four highest-ranked needs in 1987 were all instructionally related, only one retains that status in 1989 (and that one dropped from 2nd to 4th).

Pursuing this balance from 1987 to 1989 between instructional and management needs, we find that five of the ten highest ranked needs in 1987 were instructional, ranking 1,2,3,4 and 6 while four of these instructional needs are among the ten highest ranked needs in 1989 and they

were ranked 4,5,6 and 9.

Is it possible that the state's actions focused on the content and process of teacher evaluation in the year between the 1987 and 1989 surveys could have satisfied instructional needs in addition to that of teacher evaluation, that the state's impact had multiple benefits, to include these other instructional task areas that have a fairly strong and interactive relationship with teacher evaluation? What happens if we track all of the instructionally-related task areas that bear an interactive relationship with teacher evaluation and that appeared in the highest twenty ranked in 1985, the first year of these statewide surveys?

Table 2

Selected Instructional Needs, 1985-1989, Showing Rank and Percent Rating as a High Need

	Rank of Task Area				Percent rating task area As a "4" (high need)			
	1985	1986	1987	1989	1985	1986	1987	1989
Supervision, evaluation of staff	1	1	1	9	47%	58%	55%	28%
Instructional supervision	2	2	2	4	41%	51%	47%	33%
Evaluating program effectiveness, implementing changes.	3	3	3	6	38%	45%	38%	29%
Principal's role	5	4	4	11	39%	47%	45%	26%
Knowledge of curriculum/ instruction	4	4	6	5	37%	41%	36%	30%
Defined K-12 curriculum	12	16	13	25	31%	27%	26%	19%
School climate, learning environment	16	10	22	13	24%	33%	22%	28%
Absenteeism (personnel)	18	40	36	44	24%	19%	22%	18%
Legal considerations	19	27	23	18	29%	22%	24%	28%
School-staff communication	20	19	11	12	22%	24%	27%	28%

We see that seven of these selected nine task areas declined in rank and that seven declined in "potency," that is, the percent of superintendents who rated the task area as a "high need." There is too complex a set of relationships of task areas among these and between them and "Supervision, evaluation of staff" to infer that the new teacher evaluation instrument plus the Academy's work in training principals were the cause of diminished concern in seven of the nine instructionally-related task areas that had been among the twenty highest ranked in 1985. At the

same time, the sequence of the implementation/training program (1988) and the conducting of the survey (1989), the absence of other significantly related statewide factors which might have effected these results, and the substantial connections between the task areas and "teacher evaluation" lead one to believe that such an inference is not unreasonable.

Finally, on this same theme, we observe that the task area, "Principal's role (in the management of instruction) dropped below the threshold of the ten highest needs to 11th; its rank had been 5th, 4th and 4th in 1985, 1986 and 1987. Moreover, the percent of superintendents who rated it a "high need" declined by about half, from 45 percent in 1987 to 26 percent. This task area is a kind of a "pointer" item, signaling the divergence between the principal's role as manager or instructional leader. Our interpretation of the previously high rank of this item was that it reflected a concern of superintendents that principal's were insufficiently involved as instructional leaders. Now, one year following principals' immersion in instructional matters through the vehicle and process of the new teacher evaluation instrument, we find superintendents saying that this is "half" the problem that it was in 1987. Perhaps this is a case of post hoc, ergo propter hoc, mistaking sequence for cause-and-effect. We think not.

II. SUPERINTENDENTS' NEEDS AND THE SIZE/SOCIOECONOMIC STATUS OF SCHOOL SYSTEMS

Background

To what extent do the administrative needs of school systems reflect their size and socioeconomic status? Do large systems with relatively more affluent populations have priority needs that differ from, let us say, school systems with relatively poor school populations? To the extent that needs profiles differ according to size and S.E.S. (socioeconomic status), such differences might be taken into account in staff development programs.

The Six Groups

The division into six groups of school systems to organize the results that follow are based upon the finding of the Comprehensive Evaluation Process of QBE that "the statistically best demographic predictor of student achievement was the percentage of students eligible to participate in the free lunch program." (Student Assessment Program. State Summary. 1987-88). The Student Assessment Program then divided all systems into eight groups by enrollment. Our groups follow those same standards except that their four mid-sized systems (of the set of eight) were collapsed by us into two, yielding for this study: two groups of large systems (one of higher and one of lower S.E.S.), two groups of mid-sized systems with an S.E.S. division and two groups of small systems, again divided on the basis of S.E.S. Size and S.E.S. criteria for each group are spelled out in the sections that follow.

Superintendents of Large, Higher Socioeconomic Status (S.E.S.) Systems

There are in Georgia fifteen school systems in this statistical group (8500 or more students with 20% or less of their students enrolled eligible for free lunch). (See Appendix B for list of school systems). Of these, ten or 66% responded; the results of their rankings are shown in Table 3 below.

Table 3

The Ten Highest-Ranked Needs of Superintendents from Large, Higher S.E.S. Systems, Shown with the Ten Highest Needs of All Superintendents Statewide

Large, Higher S.E.S. Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Crisis, conflict management	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Strategic planning	2	Staff morale, group dynamics
2	School climate, learning environment	3	Strategic planning
2	Staff morale, group dynamics	4	Instructional supervision
2	Staff, corrective discipline	5	Knowledge of curriculum/ instruction
6	Interpersonal relationships, rapport	6	Evaluating program effectiveness, implementing changes
7	Evaluating program effectiveness, implementing changes	7	School-parent communication
8	School-societal problems (drug abuse, teen pregnancy, etc.)	8	Interpersonal relationships, rapport
9	School-parent communication	9	Supervision, evaluation of staff
10	School-community communication	10	School-community communication
10	Principal's role (in management of instruction)		
10	Innovations, research		
10	Staff involvement		
10	Inservice for staff (certified & classified)		

Discussion

Among their nine highest needs, these superintendents selected six of the same task areas ranked among the ten highest of all superintendents statewide. Large, higher S.E.S. system superintendents share also in their tenth ranked choice ("School-community communication") but add four additional task areas as equally important at the rank of 10.

It is of interest that virtually all of these high ranked needs are in the "management" domain rather than the "instructional" domain. Neither "Supervision, evaluation of staff" (they rank it at 17th) nor "Instructional supervision" (which they rank at 28th) is listed among their highest ten,

nor is "Knowledge of curriculum/instruction." Are these decidedly lower rankings attributable to the fact that these superintendents of larger districts devote more of their efforts to a leadership role, rather than to a more instructional supervisory one? Or are they attributable to the higher levels of satisfactory performance in these task areas as perceived by these superintendents of higher S.E.S. systems?

Table 4

Instructionally-Related Task Areas Selected Among the Ten Highest-Ranked Statewide, Comparing Superintendents of Large, Higher S.E.S. Systems; Large, Lower S.E.S. Systems, and All Superintendents Statewide

Task Area	Statewide Rank	Large, Higher S.E.S.	Large, Lower S.E.S
Instructional supervision	4	28	14
Knowledge of curriculum/instruction	5	22	6
Evaluating program effectiveness, implementing changes	6	7	6
Supervision, evaluation of staff	9	17	6
Principal's role (in management of instruction)	11	10	6

Our question appears to be answered: Large, higher S.E.S. superintendents have lower need levels for these instructional task areas because they are relatively more satisfied (less needful) with their performance in these task areas as compared with others. Superintendents of large, lower S.E.S. systems are more like their colleagues statewide on these issues than they are like their large, higher S.E.S. system fellow superintendents.

Three of the ten highest-ranked task areas for these large, higher S.E.S. superintendents did not appear on the state ten highest ranked items list. How did their peers from the large, lower S.E.S. systems rank these three items?

Task Area	Supts. Statewide Rank	Supts. Large, Higher S.E.S.	Supts. Large, Lower S.E.S
Crisis, conflict management	19	1	33
School climate	13	2	22
Staff, corrective discipline	34	2	41

Clearly, here are three needs of these large, higher S.E.S. superintendents that do require special attention, as they are at uniquely high need levels among this group, and not so among their large, lower S.E.S. peers nor among superintendents statewide.

Superintendents of Large, Lower S.E.S. Systems

There are in Georgia twelve school systems in this statistical group (8500 or more students with more than 20% of their students eligible for free lunch services). They include many of the large, urban districts. (A list of these twelve districts is found in Appendix B.) Of these twelve, nine superintendents (75%) responded; their ten highest ranked needs are shown below in Table 5.

Table 5

The Ten Highest-Ranked Needs of Superintendents from Large, Lower S.E.S. Systems, Shown with the Ten Highest Needs of All Superintendents Statewide

Large, Lower S.E.S. Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Strategic planning	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	School-societal problems (drug abuse, teen pregnancy, etc.)	2	Staff morale, group dynamics
3	Innovations, research	3	Strategic planning
3	Staff morale, group dynamics	4	Instructional supervision
5	School-staff communication	5	Knowledge of curriculum/ instruction
6	School-community communication	6	Evaluating program effectiveness, implementing changes
6	Evaluating program effectiveness, implementing changes	7	School-parent communication
6	Supervision, evaluation of staff	8	Interpersonal relationships, rapport
6	Knowledge of curriculum/instruction	9	Supervision, evaluation of staff
6	Organization for curriculum development	10	School-community communication
6	School-parent communication		
6	Principal's role (in management of instruction)		
6	Interpersonal relationships, rapport		

Discussion

"Strategic planning," "School-societal problems" and "Staff morale, group dynamics" are selected as the lst, 2nd and 3rd highest needs of these superintendents, differing with their statewide peers only in the order of rank. It is of interest that these mostly-urban superintendents rank strategic planning as a higher priority than the school-societal problems with which they are

confronted daily. Perhaps it is because they have lived with these problems longer than most other superintendents and have accommodated to them. We note, however, that their large, higher S.E.S. colleagues rank school-societal problems much lower than this group and the statewide, which we might have anticipated.

Two needs that rank among the five highest for these superintendents but not among the highest ten statewide are "Innovations, research" (ranked at 35th statewide) and "School-staff communication" (ranked 12th statewide).

Other than the comments above, these large, lower S.E.S. superintendents show a needs profile much like their colleagues across the state.

Superintendents of Mid-Sized Higher S.E.S. Systems and Mid-Sized, Lower S.E.S. Systems

These superintendents come from school systems with 2000 to 8499 students. The higher S.E.S. group has 32% or less of their students enrolled eligible for free lunch services while the lower S.E.S. group has 33% or more eligible. There are 47 school systems in the mid-sized higher S.E.S. statistical group (See Appendix B), of which 45 superintendents responded to the survey (95 percent). There are 50 schools systems in the mid-sized, lower S.E.S. group (See Appendix B) of which 43 responded (86 percent). The highest-ranked needs of superintendents from mid-sized school systems are shown below in Table 6 with higher S.E.S. systems compared with lower S.E.S. systems, along with the highest-ranked needs of superintendents statewide.

Table 6

The Ten Highest Ranked Needs of Mid-Sized Systems, Showing Higher S.E.S. Systems and Lower S.E.S. Systems, Shown With The Comparable Statewide Results

Mid-Sized Higher S.E.S. Systems (Supts)		Mid-Sized Lower S.E.S. Systems (Supts)		All Systems Statewide (Supts)	
Rank	Task Area	Rank	Task Area	Rank	Task Area
1	Strategic planning	1	Instructional supervision	1	School-societal problems (drug abuse, teen preg., etc.)
2	Staff morale, group dynamics	2	School-societal problems (drug abuse, teen preg., etc.)	2	Staff morale, group dynamics
3	Instructional supervision	3	Staff morale, group dynamics	3	Strategic planning
4	School-societal problems (drug abuse, teen preg., etc.)	4	Knowledge of curriculum/ instruction	4	Instructional supervision
5	Evaluating program effectiveness, implementing changes	5	Strategic planning	5	Knowledge of curriculum/ instruction
6	School-parent communication	5	School-parent communication	6	Evaluating program effectiveness, implementing chgs.
7	School-community communications	7	School-community communications	7	School-parent communications
8	School climate, learning environment	7	School climate, learning environment	8	Interpersonal relationships, rapport
9	Staff involvement	7	Evaluating program effectiveness, implementing chgs.	9	Supervision, evaluation of staff
9	Crisis, conflict management	7	Supervision, evaluation of staff	10	School-community communication

Discussion

Mid-Sized, Higher S.E.S. Group

The needs profile of this group is similar to the statewide profile, with seven of their ten higher S.E.S. needs found also in the statewide set. This group chose "Strategic planning" as their highest-ranked need, and included three task areas that were ranked at lower levels by the statewide set. They ranked as 8th "School climate, learning environment" (ranked 13th statewide), and two items tied at the 9th rank, "Crisis, conflict management" (ranked 19th statewide) and "Staff involvement" (ranked 15th statewide).

Overall, there is little difference in administrative needs between these mid-sized, higher S.E.S. superintendents and their colleagues across the state.

Mid-sized, Lower, S.E.S. Group

The needs pattern of this group is also very similar to the statewide pattern, with 9 of their ten highest needs shared by their peers across Georgia. They selected "Instructional supervision" as their top-ranked need (ranked 4th statewide). The task area in their highest-ten list which does not appear on the statewide set, "School climate, learning environment" is 7th for this group, but is nearby at 13th by the statewide group, and is 8th for their mid-sized, higher S.E.S. companion superintendents.

These two mid-sized groups each selected a different top-ranked need than the statewide group. Beyond that important distinction, their needs seem to be representative of those of systems statewide.

Superintendents of Small, Higher S.E.S. Systems, and of Small, Lower S.E.S. Systems

These superintendents come from school systems with fewer than 2000 students. The higher S.E.S. group has 45% or less of students enrolled eligible for free lunch while the lower S.E.S. group has more than 45% enrolled eligible. There are 36 school systems in the higher S.E.S. group (see Appendix B) and 30 of their superintendents responded to the survey (83 percent). Twenty-six school systems are in the lower S.E.S. group (see Appendix B) and 23 of their superintendents responded (88 percent).

The ten highest ranked needs of small sized school systems are shown below in Table 7 with higher S.E.S. systems compared with lower S.E.S. systems along with the highest-ranked needs of superintendents statewide.

Table 7

The Ten Highest Ranked Needs of Small School Systems, Showing Higher S.E.S. Systems and Lower S.E.S. Systems, Shown With The Comparable Statewide Results

Small, Higher S.E.S. Systems (Supts)		Small, Lower S.E.S. Systems (Supts)		All Systems Statewide (Supts)	
Rank	Task Area	Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	Legal considerations	1	School-societal problems (drug abuse, teen preg., etc.)
2	Knowledge of curriculum/ instruction	2	School-societal problems (drug abuse, teen preg., etc.)	2	Staff morale, group dynamics
2	School-societal problems (drug abuse, teen preg., etc.)	3	Evaluating program effectiveness, implementing chgs.	3	Strategic planning
2	School-parent communications	4	Knowledge of curriculum/ instruction	4	Instructional supervision
2	Interpersonal relationships, rapport	4	Strategic planning	5	Knowledge of curriculum/ instruction
6	School-community communication	4	Tests, placement, promotion/ retention	6	Evaluating program effectiveness, implementing chgs.
6	School-staff communication	7	Staff morale, group dynamics	7	School-parent communication
6	Supervision, evaluation of staff	8	Knowledge/evaluation of leadership techniques	8	Interpersonal relationships, rapport
6	Staff involvement	9	Schedule, lesson planning, time on task	9	Supervision, evaluation of staff
10	Principal's role	9	Classroom management	10	School-community communication

Discussion

Small, higher S.E.S. systems showed a greater focus on needs related to in-school or classroom tasks than did their statewide peers. Small, higher S.E.S. superintendents included three task areas among their ten highest that did not appear in the statewide set of ten.

Small, Higher S.E.S.		Statewide
Rank	Task Area	Rank
6	School-staff communication	12
6	Staff involvement	15
10	Principal's role (in management of instruction)	11

--- Higher S.E.S., small system superintendents did share in seven of their ten highest-ranked needs with the statewide group.

--- Higher S.E.S. superintendents selected "Staff morale, group dynamics" as their highest ranked need.

--- Higher S.E.S. superintendents have serious needs in the area of communications. Three of their ten highest needs are in this area, buttressed also by a need in the area of "Staff involvement."

--- Lower S.E.S. systems selected "Legal considerations" as their highest ranked need, a task area which ranked 18th statewide, and has never ranked higher in prior survey years. Their fellow superintendents of small, higher S.E.S. systems ranked this task area at 27th.

--- Lower S.E.S. systems are relatively dissimilar from their statewide peers, selecting only five of the task areas in their highest ten in common with the statewide set. The five task areas not shared, with the statewide rankings of those items are shown below:

Small, Lower S.E.S.		Statewide
Rank	Task Area	Rank
1	Legal considerations	18
4	Testing, placement, promotion/retention	37
8	Knowledge/evaluation of leadership techniques	14
9	Scheduling, lesson planning, time on task	31
10	Classroom management	16

III. SUPERINTENDENTS' NEEDS AND COST PER CHILD IN SCHOOL SYSTEMS

In this section of the report we will inquire as to the relationships, if any, between the needs profiles of the superintendents and the cost per pupil of their school systems.

Range of Cost

In the most recent computation of school districts in Georgia and their total cost per child available prior to the survey, (State of Georgia, Department of Education, Cost Per Child in A.D.A. 1986-87, May 10, 1988), there was a range from those systems that spent in excess of $4000/child to those that spent just over $2000/child. The 160 respondents to the survey were placed into six subgroups by cost per child. The basis for these groups was that they appeared to be the cost clusters into which the school system fell. These six clusters and the number of respondent superintendents were:

		Number of Superintendents Responding
Group A	Highest (above $4000)	2
Group B	Second highest ($3300 - $4000)	12
Group C	Upper-Middle ($3000 - $3299)	18
Group D	Lower-Middle ($2650 - $2999)	86
Group E	Second Lowest ($2350 - $2649)	36
Group F	Lowest (below $2349)	6
		160

It turned out that the responses from both the highest and lowest groups were too few (total of 8) to reveal sufficient discrimination among the survey items, and these were deleted. We are, therefore, reporting on the four groups that comprised 95% of our respondents, and are dropping, for the purposes of this part of the report, five percent. Readers who might wish to pursue further these two "dropped" groups will find our concurrent study of principals of some interest.

Group A (Highest cost): Omitted, see "Range of Cost," above, for discussion.

Group B Second-Highest Cost Range ($3300 - $4000 per pupil):

Of the 160 superintendents responding to the survey (86 percent of all school systems and superintendents in Georgia), twelve or 7.5 percent of respondents were from this group. Shown below in Table 8 are the ten highest ranked needs of this group as compared with the ten highest ranked needs of the statewide group of all responding superintendents.

Table 8

The Ten Highest-Ranked Needs of Superintendents of the Second-Highest Range of Cost (Group B) in Georgia, Shown with the Comparable Set of Needs of Superintendents Statewide

Group B: Second-Highest Cost per Pupil ($3300-$4000), Superintendents		All Superintendents Statewide	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Strategic planning	2	Staff morale, group dynamics
3	Classroom management	3	Strategic planning
3	School climate, learning environment	4	Instructional supervision
3	Interpersonal relationships, rapport	5	Knowledge of curriculum/ instruction
6	Organization for curriculum development	6	Evaluating program effectiveness, implementing changes
6	School-societal problems (drug abuse, teen pregnancy, etc.)	7	School-parent communication
8	Knowledge of curriculum/instruction	8	Interpersonal relationships, rapport
8	Supervision, evaluation of staff	9	Supervision, evaluation of staff
10	Evaluating program effectiveness, implementing changes	10	School-community communication

Discussion

Group B superintendents shared seven of their highest ten needs with superintendents statewide, which indicates fairly high agreement between them and their peer group. Group B superintendents did include three task areas in the mid-range of their ten highest needs that do not appear on that list for the statewide group. These are:

Task Area	Group B Superintendents Rank	Superintendents Statewide Rank
Classroom management	3	16
School climate, learning environment	4	13
Organization for curriculum development	6	30

Group B superintendents did not select among their highest needs three of their peers' list of 10 highest needs as follows:

Task Area	Statewide Superintendents Rank	Group B Superintendents Rank
Instructional Supervision	4	11
School-parent communication	7	27
School-community communication	10	27

Further, Group B superintendents selected three instructionally-related needs instead of the two communications-related needs of the statewide group.

Needs Profile Summary

Group B school systems have a needs profile that is similar to the all-superintendents group, but with somewhat more emphasis on instructionally-related needs and somewhat less on communications-related needs. They show a lower level of need in the area of school-societal problems than their peers statewide.

Group C: Upper Middle Range of Cost ($3000 - $3299 per pupil):

Eighteen superintendents, or 11 percent of the total responding group of 160, were from this group. Their ten highest ranked needs are shown below in Table 9, along with the comparable list for superintendents statewide.

Table 9

The Ten Highest-Ranked Needs of Superintendents of the Upper-Middle Range of Cost (Group C) in Georgia, Shown with the Comparable Set of Needs of Superintendents Statewide

Group C: Upper-Middle Cost per Pupil ($3000 - 3299), Superintendents		All Superintendents Statewide	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	School-societal problems (drug abuse, teen pregnancy, etc.)	2	Staff morale, group dynamics
2	Interpersonal relationship, rapport	3	Strategic planning
4	Board-administration relationships	4	Instructional supervision
5	Knowledge/use of policies goals	5	Knowledge of curriculum/ instruction
6	School-community communication	6	Evaluating program effectiveness, implementing changes
7	Legal consideration	7	School-parent communication
8	Budgeting, preparation and control	8	Interpersonal relationship, rapport
8	Instructional supervision	9	Supervision, evaluation of staff
10	Strategic planning	10	School-community communication
10	Systems for information dissemination		
10	School-parent communication		
10	Principal's role (in management of instruction)		
10	Evaluating program effectiveness, implementing changes		

Discussion

Group C superintendents selected a group of task areas that appears to be unique to them, and at the same time selected some of the same needs as their peers statewide.

The task areas selected by Group C that were not shared with the statewide group were:

Task Area	Group C Superintendents Rank	Statewide Superintendents Rank
Board-administration relationships	4	46
Knowledge/use of policies, goals	5	39
Legal considerations	7	18
Budgeting preparation and control	8	31
Systems for information dissemination	10(tied)	26
Principal's role	10(tied)	11

Group C superintendents did not select these task areas that were among the ten highest needs statewide:

Task Area	Statewide Superintendents Rank	Group C Superintendents Rank
Knowledge of curriculum/instruction	5	27
Supervision, evaluation of staff	9	15

Needs Profile Summary

Group C superintendents shared several of the same highest-level needs with the statewide group, but showed some very special needs in their concerns about boards, policies, and budgeting. The very high rankings of these items, which have relatively low ranks statewide, is a pretty clear indication that there were some unique factors in the workplace for those upper-middle expenditure level superintendents. Not only are these task areas of high rank for these systems; they cluster around one area of administrative concern. In the four years of these surveys, this is the first time this has happened, that is, the selection by one sub-set of the statewide group of a cluster of task areas in the board-policies-budgeting arena.

Group D: Lower-Middle Range of Cost ($2650 - 2999 per pupil):

Eighty-six superintendents or 54 percent of our 160 respondents were from this group. Their ten highest ranked needs are shown below in Table 10, along with the comparable set for all superintendents statewide.

Table 10

The Ten Highest-Ranked Needs of Superintendents of the Lower-Middle Range of Cost (Group D) in Georgia, Shown with the Comparable Set of Needs of Superintendents Statewide

Group D: Lower-Middle Cost per Pupil ($2650-2999), Superintendents		All Superintendents Statewide	
Rank	Task Area	Rank	Task Area
1	School-societal problems (drug abuse, teen pregnancy, etc.)	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Strategic planning	2	Staff morale, group dynamics
3	Staff morale, group dynamics	3	Strategic planning
4	Knowledge of curriculum/instruction	4	Instructional supervision
5	School-parent communications	5	Knowledge of curriculum\ instruction
6	Evaluating program effectiveness, implementing changes	6	Evaluating program effectiveness, implementing changes
7	Instructional supervision	7	School-parent communication
8	School-community communication	8	Interpersonal relationships, rapport
9	School-staff communication	9	Supervision, evaluation of staff
9	Interpersonal relationships, rapport	10	School-community communication

Discussion

The largest of the sub-groups, Group D presents a needs profile very similar to that of the statewide superintendents group. While minor differences exist as to the placement of some task areas among the rankings, and while Group D superintendents selected "School-staff communications" in the place of "Supervision, evaluation of staff" these differences are quite small. "School-staff communications" is ranked 12th (of 61 needs) by the statewide group. Group D ranked "Supervision, evaluation of staff" just below the highest-ten group, at 11th.

Needs Profile Summary

Group D, with the relatively minor exceptions noted above, mirrors closely the needs profile of the statewide group of superintendents and school systems.

Group E: Second-Lowest Range of Costs ($2350 - 2649 per pupil):

Thirty six, or 23 percent of our 160 superintendents who responded were from this group. Their ten highest ranked needs are shown below in Table 11, along with the ten highest needs of all superintendents statewide.

Table 11

The Ten Highest-Ranked Needs of Superintendents in the Second-Lowest Range of Cost (Group E) in Georgia, Shown with the Comparable Set of Needs of Superintendents Statewide

Group E: Second-Lowest Cost per Pupil ($2350-2649), Superintendents		All Superintendents Statewide	
Rank	Task Area	Rank	Task Area
1	Instructional supervision	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	School-parent communication	2	Staff morale, group dynamics
3	Staff morale, group dynamics	3	Strategic planning
4	Strategic planning	4	Instructional supervision
4	Principal's role (in management of instruction)	5	Knowledge of curriculum/ instruction
6	Knowledge/use of leadership techniques	6	Evaluating program effectiveness, implementing changes
6	Knowledge of curriculum/instruction	7	School-parent communication
6	School-societal problems (drug abuse, teen pregnancy, etc.)	8	Interpersonal relationship, rapport
9	School-community communications	9	Supervision, evaluation of staff
9	Supervision, evaluation of staff	10	School-community communications

Discussion

Group E is noteworthy in the differences they expressed from the statewide group:

--- They selected two tasks omitted by their peers among the latter's ten highest needs:

Task Area	Group E Superintendents Rank	Superintendents Statewide Rank
Principal's role (in management of instruction)	4	11
Knowledge/use of leadership techniques	6	14

--- They selected "Instructional supervision" as their highest need. It ranked 4th statewide.

--- They selected "School-societal problems (drug abuse, teen pregnancy, etc.)" as their 6th ranked need. It was the highest need of the statewide group.

--- They ranked "Evaluating program effectiveness, implementing changes" at 11th (6th statewide) and "Interpersonal relationships, rapport" at 12th (8th statewide).

Needs Profile Summary

While Group E shared eight of the ten highest ranked needs with the statewide group, there are some interesting differences that may imply the need for differences in staff development. Their top-level concern with "Instructional supervision" is notable not only for its #1 rank, but because it is not accompanied by the task area, "Supervision, evaluation of staff," which they ranked at 9th. Similarly, "School-parent communication" had a much higher priority for Group E superintendents than it did for the statewide group. "Principal's role (in management of instruction)", a task area that had relatively high ranking in 1985-1987 at 4th or 5th statewide, but that dropped to 11th for that group, is still an area of considerable concern for Group E superintendents who ranked it at 4th.

Group F: Lowest Range of Cost (Below $2349 per pupil):

As noted earlier, the number of superintendents from this group was too small (6) to provide any useful discrimination among the task areas. Readers who might wish to pursue this group will find our concurrent report of principals' perceptions of needs of some interest.

IV. SUPERINTENDENTS' (School System) NEEDS AND THEIR REGIONAL EDUCATIONAL SERVICE AREAS (RESA)

Background

Sixteen RESAs (Regional Educational Services Agency) serve 179 of Georgia's 186 school systems. These RESAs include staff development as one of their service functions, are at times called on to coordinate statewide staff development programs, and are often at the hub of problem-solving activities among principals and superintendents in their regions. For these reasons, the RESA was chosen for this study of administrative needs as the geographical subunit of the state.[2]

The seven school systems that do not participate in RESA's are scattered throughout the state. Their combined enrollment of about 12 percent of the state's students urges us to include them in the report, and we do so under the fictional heading of "RESA #0."

[2]The descriptive data for all RESAs in this section as regards the systems and their combined enrollment were drawn from Regional Education Service Agencies, Annual Report, Nov. 1988, Georgia Department of Education, Atlanta.

RESA #1 (Pioneer RESA)

The school systems within RESA #1 are Banks, Dawson, Forsyth, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Town, Union and White Counties. Gainesville City. The fourteen school systems of this region are located in the northeastern corner of the state, with a combined enrollment (F.T.E.) of 49,071. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 14 school systems participating in this RESA, 13 superintendents responded to the survey (93 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 12

The Ten Highest Ranked Needs of School Systems in the RESA #1 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #1 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Knowledge/use of leadership techniques	1	School-societal problems (drug abuse, teen pregnancy, etc.)
1	School staff communication	2	Staff morale, group dynamics
3	School-societal problems (drug abuse, teen pregnancy, etc.)	3	Strategic planning
3	School-parent communication	4	Instructional supervision
5	Instructional supervision	5	Knowledge of curriculum/instruction
6	Knowledge of curriculum/instruction	6	Evaluating program effectiveness, implementing changes
6	Legal considerations	7	School-parent communication
8	School-community communication	8	Interpersonal relationships, rapport
8	Absenteeism	9	Supervision, evaluation of staff
10	Organization for curriculum development	10	School-community communication

Discussion

Among the ten highest ranked in RESA #1, but not statewide:

Task Area	RESA #1 Rank	Statewide Rank
Knowledge/use of leadership techniques	1	14
School-staff communication	1	12
Legal considerations	6	18
Absenteeism (personnel)	8	44
Organization for curriculum development	10	30

Among the ten highest ranked statewide, but not in RESA #1:

Task Area	Statewide Rank	RESA #1 Rank
Staff morale, group dynamics	2	13
Strategic planning	3	11
Evaluating program effectiveness, implementing changes	6	28
Interpersonal relationships, rapport	8	15
Supervision, evaluation of staff	9	11

Among the ten highest ranked in both RESA#1 and statewide:

Task Area	RESA #1 Rank	Statewide Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	3	1
School-parent communication	3	7
Instructional supervision	5	4
Knowledge of curriculum/instruction	6	5
School-community communication	8	10

RESA #1 - Needs Profile Summary

The two highest ranked needs among RESA #1 school systems as perceived by their superintendents are quite different from the two chosen as highest needs by the statewide group, and are therefore worthy of special note. Attention to leadership techniques and to school-staff communication would take precedence in RESA #1 over the next several task areas. About half of RESA #1's ten highest needs match the statewide set, and attention to such needs as are common to both could be of service to RESA #1 school systems.

RESA #2 (Northeast Georgia RESA)

The school systems within RESA #2 are: Barrow, Clarke, Elbert, Greene, Jackson, Madison, Morgan, Oconee, Oglethorpe and Walton Counties. Commerce, Jefferson and Social Circle Cities. The 13 school systems of this region are located in the northeastern area of the state, with a combined enrollment (F.T.E.) of 44,667. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 13 school systems participating in this RESA, 11 superintendents responded to the survey (85 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 13

The Ten Highest Ranked Needs of School Systems in the RESA #2 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #2 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Guidance and career planning	1	School-societal problems (drug abuse, teen pregnancy, etc.)
1	Instructional supervision	2	Staff morale, group dynamics
3	Strategic planning	3	Strategic planning
3	School climate, learning environment	4	Instructional supervision
5	Staff involvement	5	Knowledge of curriculum/instruction
6	Knowledge of curriculum/instruction	6	Evaluating program effectiveness, implementing changes
6	School-community communication	7	School-parent communication
6	School-parent communication	8	Interpersonal relationships, rapport
6	Classroom management	9	Supervision, evaluation of staff
6	Communication with students	10	School-community communication
10	Defined K-12 curriculum		
10	Varied resources to meet needs		
10	Interpersonal relationships, rapport		

Discussion

Among the ten highest ranked in RESA #2, but not statewide:

Task Area	RESA #2 Rank	Statewide Rank
Guidance and career planning	1	22
School climate, learning environment	3	13
Staff involvement	5	15
Classroom management	6	16
Communication with students	10	17
Defined K-12 curriculum	10	25
Varied resources to meet needs	10	40

Among the ten highest ranked statewide, but not in RESA #2:

Task Area	Statewide Rank	RESA #2 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	1	21
Staff morale, group dynamics	2	14
Evaluating program effectiveness, implementing change	6	14
Supervision, evaluation of staff	9	14

Among the ten highest ranked in both RESA #2 and statewide:

Task Area	RESA #2 Rank	Statewide Rank
Instructional supervision	1	4
Strategic planning	3	3
Knowledge of curriculum/instruction	6	5
School-community communication	6	10
School-parent communication	6	7
Interpersonal relationships, rapport	10	8

RESA #2 - Needs Profile Summary

School-societal problems and staff morale, the two highest needs statewide as perceived by superintendents are of very much lower levels of concern among superintendents in RESA #2. This RESA selected "Guidance and career planning" and "Instructional supervision" as their two most urgent concerns. These, along with selections of school climate, staff involvement, and communication with students, give to the RESA #2 needs profile a coloration of "at school, in the classroom" types of concerns. In line with this, RESA #2 rates much lower their interest in school-societal problems (21st) which was the highest-ranked need statewide.

RESA #3 (Central Savannah River Area RESA)

The school systems within RESA #3 are: Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Taliaferro, Warren and Wilkes counties. Richmond and Screven counties are not members of this RESA. The thirteen school systems of this region are located in the mid-eastern border area of the state with a combined enrollment (F.T.E.) of 69,701. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 11 school systems participating in this RESA, 10 responded to the survey (91 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 14

The Ten Highest Ranked Needs of School Systems in the RESA #3 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #3 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	School-parent communication	1	School-societal problems (drug abuse, teen pregnancy, etc.)
1	Staff morale, group dynamics	2	Staff morale, group dynamics
3	Evaluating program effectiveness, implementing changes	3	Strategic planning
4	Communication with students	4	Instructional supervision
5	Legal considerations	5	Knowledge of curriculum/instruction
5	Strategic planning	6	Evaluating program effectiveness, implementing changes
5	Decision making, problem solving	7	School-parent communication
5	School-societal problems (drug abuse, teen pregnancy, etc.)	8	Interpersonal relationships, rapport
5	School-community communication	9	Supervision, evaluation of staff
5	Instructional supervision	10	School-community communication
5	Interpersonal relationships, rapport		
5	Staff involvement		

Discussion

Among the ten highest ranked in RESA #3, but not statewide:

Task Area	RESA #3 Rank	Statewide Rank
Communication with students	4	17
Legal considerations	5	18
Decision-making, problem solving	5	23
Staff involvement	5	15

Among the ten highest ranked statewide, but not in RESA #3:

Task Area	Statewide Rank	RESA #3 Rank
Knowledge of curriculum/instruction	5	27
Supervision, evaluation of staff	9	16

Among the ten highest ranked in both RESA #3 and statewide:

Task Area	RESA #3 Rank	Statewide Rank
School-parent communication	1	7
Staff morale, group dynamics	1	2
Evaluating program effectiveness, implementing change	3	6
Strategic planning	5	3
School-societal problems (drug abuse, teen pregnancy, etc.)	5	1
School-community communications	5	10
Instructional supervision	5	4
Interpersonal relationship, rapport	5	8

RESA #3 - Needs Profile Summary

While the list of RESA #3's ten highest needs includes eight of those selected also by their peers across the state, there is, nonetheless, a different cast given to their needs and that is the relatively higher rankings attributed by them to people-relationship-involvement kinds of administrative tasks.

RESA #3 selected "School-parent communication" as their highest ranked need, the only regional group to do so.

RESA #4 (Oconee RESA)

The school systems within RESA #4 are: Baldwin, Hancock, Jasper, Johnson, Putnam, Washington and Wilkinson Counties. The seven school systems of this region are located in the central area of the state, with a combined enrollment (F.T.E.) of 18,282. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education Atlanta). Of the seven school systems participating in this RESA, seven superintendents responded to the survey (100 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked needs of school systems statewide are shown also.

Table 15

The Ten Highest Ranked Needs of School Systems in the RESA #4 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #4 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Strategic planning	1	School-societal problems (drug abuse, teen pregnancy, etc.)
1	Computer and data processing	2	Staff morale, group dynamics
1	Evaluating program effectiveness, implementing changes	3	Strategic planning
1	Staff morale, group dynamics	4	Instructional supervision
5	School-community communication	5	Knowledge of curriculum/instruction
5	Interpersonal relationships, rapport	6	Evaluating program effectiveness, implementing changes
7	Knowledge of curriculum/instruction	7	School-parent communication
7	Principal's role (in management & instruction)	8	Interpersonal relationships, rapport
9	Guidance and career planning	9	Supervision, evaluation of staff
9	School-societal problems (drug abuse, teen pregnancy, etc.)	10	School-community communication
9	School climate, learning environment		
9	Instructional supervision		
9	Supervision, evaluation of staff		

Discussion

Among the ten highest ranked in RESA #4, but not statewide:

Task Area	RESA #4 Rank	Statewide Rank
Computer and data processing	1	29
Principal's role (in management of instruction)	7	11
Guidance and career planning	9	22
School-climate, learning environment	9	13

Among the ten highest ranked statewide, but not in RESA #4:

Task Area	Statewide Rank	RESA #4 Rank
School-parent communication	7	14

Among the ten highest ranked in both RESA #4 and statewide:

Task Area	RESA #4 Rank	Statewide Rank
Strategic planning	1	3
Evaluating program effectiveness, implementing changes	1	6
Staff morale, group dynamics	1	2
School-community communication	5	10
Interpersonal relationships, rapport	5	8
Knowledge of curriculum/instruction	7	5
School-societal problems (drug abuse, teen pregnancy, etc.)	9	1
Instructional supervision	9	4
Supervision, evaluation of staff	9	9

RESA #4 - Needs Profile Summary

The four highest ranked needs for school systems in RESA #4 are similar to the high needs of the statewide group, with the exception of their choice of "Computer and data processing." Ranked #1 among three other items by RESA #4, this item is of very much lower level of concern by the statewide group. Notwithstanding this exception, RESA #4 reflects generally the statewide perception by superintendents of needs.

RESA #5 (Heart of Georgia RESA)

The school systems within RESA #5 are: Bleckley, Dodge, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Wheeler and Wilcox Counties. Dublin City. The ten school systems of this region are located in the center of the state, with a combined enrollment (F.T.E.) of 22,019. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the ten school systems participating in this RESA, nine superintendents responded to the survey (90 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems state are shown also.

Table 16

The Ten Highest Ranked Needs of School Systems in the RESA #5 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #5 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Knowledge of curriculum/instruction	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Instructional supervision	2	Staff morale, group dynamics
2	Staff morale, group dynamics	3	Strategic planning
4	Supervision, evaluation of staff	4	Instructional supervision
4	Staff involvement	5	Knowledge of curriculum/instruction
6	Classroom management	6	Evaluating program effectiveness, implementing changes
6	School climate, learning environment	7	School-parent communication
8	Defined K-12 curriculum	8	Interpersonal relationships, rapport
8	Inservice for staff (certified & classified)	9	Supervision, evaluation of staff
8	Recruitment, selection of personnel	10	School-community communication

Discussion

Among the ten highest ranked in RESA #5, but not statewide:

Task Area	RESA #5 Rank	Statewide Rank
Staff involvement	4	15
Classroom management	6	16
School climate, learning environment	6	13
Defined K-12 curriculum	8	25
Inservice for staff (certified & classified)	8	24
Recruitment, selection of personnel	8	36

Among the ten highest ranked statewide, but not in RESA #5:

Task Area	Statewide Rank	RESA #5 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	1	11
Strategic planning	3	11
Evaluating program effectiveness, implementing changes	6	16
School-parent communication	7	21
Interpersonal relationships, rapport	8	15
School-community communication	10	16

Among the ten highest ranked in both RESA #5 and statewide:

Task Area	RESA #5 Rank	Statewide Rank
Knowledge of curriculum/instruction	1	5
Instructional supervision	2	4
Staff morale, group dynamics	2	2
Supervision, evaluation of staff	4	9

RESA #5 - Needs Profile Summary

The school systems of RESA #5 present a needs profile that is rather different from the statewide group. Their selection of "Knowledge of curriculum/instruction" as their highest ranked need is different from the statewide choice. Also, while selecting a total of four task areas in common with their peers, they also chose six task areas not selected by the statewide group. Their inclusion of "Recruitment, selection of staff" is noteworthy as it was ranked so much lower (at 36th) by superintendents across the state. In earlier reports we have expressed our surprise that this task area was not of great concern to superintendents and principals, given (1) the concerns in Georgia and the nation about teacher quality and (2) concerns over predicted shortages.

RESA #6 (First District RESA)

The school systems within RESA #6 are Appling, Bryan, Bulloch, Camden, Candler, Effingham, Evans, Jeff Davis, Liberty, Long, McIntosh, Tattnall, Toombs and Wayne Counties. Vidalia City. Chatham and Glynn are not members. The 17 school systems of this region are located in the southern coastal area of the state, with a combined enrollment (F.T.E.) of 92,533. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 15 school systems participating in this RESA, 14 superintendents responded to the survey (93 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 17

The Ten Highest Ranked Needs of School Systems in the RESA #6 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #6 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	School-societal problems (drug abuse, teen pregnancy, etc.)	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Communication with students	2	Staff morale, group dynamics
3	Legal considerations	3	Strategic planning
3	Instructional supervision	4	Instructional supervision
5	Student involvement	5	Knowledge of curriculum/instruction
5	Supervision, evaluation of staff	6	Evaluating program effectiveness, implementing changes
7	School-parent communication	7	School-parent communication
7	Staff involvement	8	Interpersonal relationships, rapport
7	Stress management	9	Supervision, evaluation of staff
10	School-community communication	10	School-community communication
10	Staff morale, group dynamics		

Discussion

Among the ten highest ranked in RESA #6, but not statewide:

Task Area	RESA #6 Rank	Statewide Rank
Communications with students	2	17
Legal considerations	3	18
Student involvement	5	21
Staff involvement	7	15
Stress management	7	28

Among the ten highest ranked statewide, but not in RESA #6:

Task Area	Statewide Rank	RESA #6 Rank
Strategic planning	3	18
Knowledge of curriculum/instruction	5	29
Evaluating program effectiveness, implementing changes	6	14
Interpersonal relationships, rapport	8	13

Among the ten highest ranked in both RESA #6 and statewide:

Task Area	RESA #6 Rank	Statewide Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	1	1
Instructional supervision	3	4
Supervision, evaluation of staff	5	9
School-parent communication	7	7
School-community communication	10	10
Staff morale, group dynamics	10	2

RESA #6 - Needs Profile Summary

RESA #6 selected the same task area as its highest ranked need as did the statewide group ("School-societal problems") and five other task areas among its ten highest needs that were also selected by the statewide group.

Some special needs of the school systems of RESA #6 are worthy of note:

--- They selected "Communications with students" as their second-highest need, which shows a real concern with this item. It was ranked 17th by the statewide group in 1989, and never higher than 29th in 1985 through 1987.

--- They ranked "Legal considerations" at 3rd. It had not ranked higher than 19th in 1985-1987. (Principals, however, have perceived this to be of much greater concern, ranking it at 4th in 1987 and 4th in 1989.)

--- They ranked "Student involvement" at 5th, which ranked 21st in 1989, but never higher by superintendents than 40th in 1985-1987.

While superintendents across the state did not view "Stress management" as a critical need (they ranked it at 28th). RESA #6 superintendents ranked it at 7th. Superintendents statewide have been singularly indifferent to this task area, ranking it between 27th and 33rd in 1985 through 1987. That has been a very visible difference between them and the principals of the state who ranked it 2nd in 1987 and lst in 1989. The much closer agreement between superintendents and principals in RESA #6 than is generally found throughout the state is of interest.

RESA #7 (Okefenokee RESA)

The school systems within RESA #7 are: Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce, and Ware Counties. Waycross City. The nine school systems of this region are located in the southeastern corner of the state, with a combined enrollment (F.T.E.) of 24,925. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the nine school systems participating in this RESA, eight superintendents responded to the survey (89 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 18

The Ten Highest Ranked Needs of School Systems in the RESA #7 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #7 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Strategic planning	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Knowledge/use of leadership techniques	2	Staff morale, group dynamics
2	Principal's role (in management of instruction)	3	Strategic planning
2	Staff morale, group dynamics	4	Instructional supervision
5	School-staff communication	5	Knowledge of curriculum/instruction
6	Board-administration relationships	6	Evaluating program effectiveness, implementing changes
7	School-societal problems (drug abuse, teen pregnancy, etc.)	7	School-parent communication
7	School-parent communication	8	Interpersonal relationships, rapport
7	Evaluating program effectiveness, implementing changes	9	Supervision, evaluation of staff
7	Supervision, evaluation of staff	10	School-community communication
7	Interpersonal relationships, rapport		

Discussion

Among the ten highest ranked in RESA #7, but not statewide:

Task Area	RESA #7 Rank	Statewide Rank
Knowledge/use of leadership techniques	2	14
Principal's role (in management of instruction)	2	11
School-staff communication	5	12
Board-administration relationships	6	46

Among the ten highest ranked statewide, but not in RESA #7:

Task Area	Statewide Rank	RESA #7 Rank
Instructional supervision	4	12
Knowledge of curriculum/instruction	5	17
School-community communication	10	12

Among the ten highest ranked in both RESA #7 and statewide:

Task Area	RESA #7 Rank	Statewide Rank
Strategic planning	1	3
Staff morale, group dynamics	2	2
School-societal problems (drug abuse, teen pregnancy, etc.)	7	1
School-parent communication	7	7
Evaluating program effectiveness, implementing changes	7	6
Supervision, evaluation of staff	7	9
Interpersonal relationships, rapport	7	8

RESA #7 - Needs Profile Summary

Having selected "Strategic planning" as its highest ranked need and having gone on to select six other task areas that were also selected by the statewide group, the school systems of RESA #7, nonetheless, put their unique imprint on their needs profile.

Their high level of concern with instructional leadership is evidenced by their selection of two task areas, "Knowledge/use of leadership techniques" and "Principal's role (in management of instruction"). School superintendents in RESA #7 are very concerned with the issue of "Board-administration relationships." While RESA #7 superintendents ranked this task area at 6th, it has not been a critical concern of superintendents across the state. Ranked at 46th in 1989, it ranked between 49th and 52nd during the years of 1985 through 1987.

RESA #8 (Coastal Plains RESA)

The school systems within RESA #8 are: Ben Hill, Berrien, Brooks, Cook, Echols, Irwin, Lanier, Lowndes, Tift and Turner Counties. Fitzgerald and Valdosta Cities. The 12 school systems of this region are located in the southern-most area of the state, with a combined enrollment (F.T.E.) of 38,490. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 12 school systems participating in this RESA, 12 superintendents responded to the survey (100 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 19

The Ten Highest Ranked Needs of School Systems in the RESA #8 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #8 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	School-parent communication	2	Staff morale, group dynamics
3	School-societal problems (drug abuse, teen pregnancy, etc.)	3	Strategic planning
3	School-community communication	4	Instructional supervision
5	Discipline, due process	5	Knowledge of curriculum/instruction
5	School-staff communication	6	Evaluating program effectiveness, implementing changes
5	Interpersonal relationships, rapport	7	School-parent communication
8	Decision-making, problem solving	8	Interpersonal relationships, rapport
9	Time Management	9	Supervision, evaluation of staff
9	Crisis, conflict management	10	School-community communication
9	Scheduling, lesson planning, time on task		
9	Supervision, evaluation of staff		

Discussion

Among the ten highest ranked in RESA #8, but not statewide:

Task Area	RESA #8 Rank	Statewide Rank
Discipline, due process	5	20
School-staff communication	5	12
Decision-making, problem solving	8	23
Time management	9	27
Crisis, conflict management	9	19
Scheduling, lesson planning, time on task	9	31

Among the ten highest ranked statewide, but not in RESA #8:

Task Area	Statewide Rank	RESA #8 Rank
Strategic planning	3	13
Instructional supervision	4	18
Knowledge of curriculum/instruction	5	13
Evaluating program effectiveness, implementing changes	6	18

Among the ten highest ranked in both RESA #8 and statewide:

Task Area	RESA #8 Rank	Statewide Rank
Staff morale, group dynamics	1	2
School-parent communication	2	7
School-societal problems (drug abuse, teen pregnancy, etc.)	3	1
School-community communication	3	10
Interpersonal relationships, rapport	5	8
Supervision, evaluation of staff	9	9

RESA #8 - Needs Profile Summary

"Staff morale, group dynamics" was the highest-ranked need of these superintendents. While RESA #8 school systems have five additional needs in common with the statewide group, they made several selections among their ten highest needs that are (and have been) at much lower levels of need, statewide. These included "Discipline, due process" at 5th, much higher than other RESA groups.

RESA #9 (Southwest Georgia RESA)

The school systems within RESA #9 are: Baker, Calhoun, Colquitt, Decatur, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas and Worth Counties. Pelham and Thomasville Cities. Daugherty is not a member. The 16 school systems of this region are located in the southwest corner of the state, with a combined enrollment (F.T.E.) of 65,984. (Regional Educational Service Agencies. Annual Report. 1988, Georgia Department of Education, Atlanta). Of the 15 school systems participating in this RESA, 13 superintendents responded to the survey (87 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 20

The Ten Highest Ranked Needs of School Systems in the RESA #9 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #9 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Knowledge of curriculum/instruction	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	School-societal problems (drug abuse, teen pregnancy, etc.)	2	Staff morale, group dynamics
3	Principal's role (in management of instruction)	3	Strategic planning
3	Instructional supervision	4	Instructional supervision
5	Legal considerations	5	Knowledge of curriculum/instruction
6	Classroom management	6	Evaluating program effectiveness, implementing changes
7	Communication with students	7	School-parent communication
7	School-staff communication	8	Interpersonal relationships, rapport
7	School climate, learning environment	9	Supervision, evaluation of staff
7	Staff morale, group dynamics	10	School-community communication

Discussion

Among the ten highest ranked in RESA #9, but not statewide:

Task Area	RESA #9 Rank	Statewide Rank
Principal's role (in management of instruction)	3	11
Legal considerations	5	18
Classroom management	6	16
Communication with students	7	17
School-staff communication	7	12
School climate, learning environment	7	13

Among the ten highest ranked statewide, but not in RESA #9:

Task Area	Statewide Rank	RESA #9 Rank
Strategic planning	3	15
Evaluating program effectiveness, implementing changes	6	11
School-parent communication	7	11
Interpersonal relationships, rapport	8	15
Supervision, evaluation of staff	9	24
School-community communication	10	11

Among the ten highest ranked in both RESA #9 and statewide:

Task Area	RESA #9 Rank	Statewide Rank
Knowledge of curriculum/instruction	1	5
School-societal problems (drug abuse, teen pregnancy, etc.)	2	1
Instructional supervision	3	4
Staff morale, group dynamics	7	2

RESA #9 - Needs Profile Summary

Selecting more task areas different from their statewide peers than like them, RESA #9 superintendents' expressed their unique profile of needs. It was one of four RESA groups that selected "Knowledge of curriculum/instruction" as their highest ranked need. After ranking "School-societal problems" next highest, it selected "Principal's role," a task area that had been ranked statewide at 4th in 1987, but fell to 11th in 1989. Two pairs of related task areas were selected indicating two special foci of concern. The first pair is classroom management and school climate. The second is communication with students and with staff, both of which were ranked higher than the communication need with community which ranked the highest in the statewide group.

RESA #10 (Chattahoochee - Flint RESA)

The school systems within RESA #10 are: Chattahoochee, Clay, Crisp, Dooly, Harris, Macon, Marion, Quitman, Randolph, Schley, Stewart, Sumter, Talbot, Taylor and Webster counties. Americus City. Muscogee is not a member. The 17 school systems of this region are located in the western area of the state, with a combined enrollment (F.T.E.) of 55,137. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 16 school systems participating in this RESA, 13 superintendents responded to the survey (81 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 21

The Ten Highest Ranked Needs of School Systems in the RESA #10 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #10 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Knowledge of curriculum/instruction	1	School-societal problems (drug abuse, teen pregnancy, etc.)
1	School-societal problems (drug abuse, teen pregnancy, etc.)	2	Staff morale, group dynamics
1	Staff morale, group dynamics	3	Strategic planning
4	Knowledge/use of leadership techniques	4	Instructional supervision
4	Scheduling, lesson planning, time on task	5	Knowledge of curriculum/instruction
6	Strategic planning	6	Evaluating program effectiveness, implementing changes
6	Evaluating program effectiveness, implementing changes	7	School-parent communication
6	Inservice for staff (certified & classified) teen pregnancy, etc.)	8	Interpersonal relationships, rapport
6	Stress management	9	Supervision, evaluation of staff
10	School-staff communication	10	School-community communication
10	Classroom management		

Discussion

Among the ten highest ranked in RESA #10, but not statewide:

Task Area	RESA #10 Rank	Statewide Rank
Knowledge/use of leadership techniques	4	14
Scheduling, lesson planning, time on task	4	31
Inservice for staff (certified & classified)	6	24
Stress management	6	28
School-staff communication	10	12
Classroom management	10	16

Among the ten highest ranked statewide, but not in RESA #10:

Task Area	Statewide Rank	RESA #10 Rank
Instructional supervision	4	14
School-parent communication	7	14
Interpersonal relationship, rapport	8	12
Supervision, evaluation of staff	9	14
School-community communication	10	29

Among the ten highest ranked in both RESA #10 and statewide:

Task Area	RESA #10 Rank	Statewide Rank
Knowledge of curriculum/instruction	1	5
School-societal problems (drug abuse, teen pregnancy, etc.)	1	1
Staff morale, group dynamics	1	2
Strategic planning	6	3
Evaluating program effectiveness, implementing changes	6	6

RESA #10 - Needs Profile Summary

Like the statewide group in some of its high needs and different from it in others, RESA #10 superintendents present their own unique pattern of school system needs. All three of their highest-rated needs are also critical needs for the statewide group, but RESA #10 superintendents selected three task areas among their ten highest that are ranked very low statewide, "In-service for staff" (24th), "Stress management" (28th), and "Scheduling, lesson planning, time on task" (31st).

RESA #11 (Middle Georgia RESA)

The school systems within RESA #11 are: Bibb, Crawford, Jones, Monroe, Peach and Twiggs Counties and Houston. The seven school systems of this RESA are located in the middle area of the state, with a combined enrollment (F.T.E.) of 52,124. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the seven school systems participating in this RESA, six superintendents responded to the survey (86 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 22

The Ten Highest Ranked Needs of School Systems in the RESA #11 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #11 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	School climate, learning environment	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Instructional supervision	2	Staff morale, group dynamics
3	Student involvement	3	Strategic planning
4	Budgeting, preparation and control	4	Instructional supervision
5	Evaluating program effectiveness, implementing changes	5	Knowledge of curriculum/instruction
6	Staff morale, group dynamics	6	Evaluating program effectiveness, implementing changes
7	Stress management	7	School-parent communication
8	Staff, corrective discipline	8	Interpersonal relationships, rapport
9	Knowledge/use of leadership techniques	9	Supervision, evaluation of staff
10	Time management	10	School-community communication

Discussion

Among the ten highest ranked in RESA #11, but not statewide:

Task Area	RESA #11 Rank	Statewide Rank
School climate, learning environment	1	13
Student involvement	3	21
Budgeting, preparation & control	4	31
Stress management	7	28
Staff corrective discipline	8	34
Knowledge/use of leadership skills	9	14
Time management	10	27

Among the ten highest ranked statewide, but not in RESA #11:

Task Area	Statewide Rank	RESA #11 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	1	15
Strategic planning	3	20
Knowledge of curriculum/instruction	5	13
School-parent communication	7	23
Interpersonal relationships, rapport	8	12
Supervision, evaluation of staff	9	18
School-community communication	10	14

Among the ten highest ranked in both RESA #11 and statewide:

Task Area	RESA #11 Rank	Statewide Rank
Instructional supervision	2	4
Evaluating program effectiveness, implementing change	5	6
Staff morale, group dynamics	6	2

RESA #11 - Needs Profile Summary

The school systems of RESA #11 differ significantly in their pattern of administrative needs from the statewide pattern. They selected school climate as their top-ranked issue. They selected five task areas that gained only moderate (21st-34th) rankings from the statewide group as needs among their school systems. They are more eclectic within their needs profile, with task areas from a very wide range of categories of administrative responsibilities.

They did select, in common with superintendents across the state, instructional supervision, evaluating program effective and implementing changes, and staff morale.

RESA #12 (Griffin RESA)

The school systems within RESA #12 are: Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, Upson Counties. Thomaston City. The nine school systems of this region are located in the northwestern area of the state, with a combined enrollment (F.T.E.) of 49,124. (Regional Educational Service Agencies. Annual Report. 1988. Georgia Department of Education, Atlanta). Of the nine school systems participating in this RESA, seven superintendents responded to the survey (78 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 23

The Ten Highest Ranked Needs of School Systems in the RESA #12 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #12 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Strategic planning	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	School-societal problems (drug abuse, teen pregnancy, etc.)	2	Staff morale, group dynamics
3	Defined K-12 curriculum	3	Strategic planning
4	Evaluating program effectiveness, implementing change	4	Instructional supervision
5	Instructional supervision	5	Knowledge of curriculum/instruction
6	Staff morale, group dynamics	6	Evaluating program effectiveness, implementing changes
7	Knowledge/use of leadership techniques	7	School-parent communication
8	Student involvement	8	Interpersonal relationships, rapport
9	Communication with students	9	Supervision, evaluation of staff
10	Supervision, evaluation of staff	10	School-community communication

Discussion

Among the ten highest ranked in RESA #12, but not statewide:

Task Area	RESA #12 Rank	Statewide Rank
Defined K-12 curriculum	3	25
Knowledge/use of leadership techniques	7	14
Student involvement	8	21
Communication with students	9	17

Among the ten highest ranked statewide, but not in RESA #12:

Task Area	Statewide Rank	RESA #12 Rank
Knowledge of curriculum/instruction	5	11
School-parent communication	7	20
Interpersonal relationships, rapport	8	25
School-community communication	10	26

Among the ten highest ranked in both RESA #12 and statewide:

Task Area	RESA #12 Rank	Statewide Rank
Strategic planning	1	3
School-societal problems (drug abuse, teen pregnancy, etc.)	2	1
Evaluating program effectiveness, implementing changes	4	6
Instructional supervision	5	4
Staff morale, group dynamics	6	2
Supervision, evaluation of staff	10	9

RESA #12 - Needs Profile Summary

"Strategic planning" was the highest ranked administrative need of the school systems of RESA #12. With a predominance of their needs having been selected in common with the statewide pattern, there were, nonetheless, four task areas selected by these superintendents different from their colleagues across the state, and two of these are of some special interest. We note that RESA #12 selected "Student involvement" and "Communication with students" among their ten highest needs (the statewide group did not), and yet three other task areas in the same administrative domain that were ranked high by the statewide group, were not of serious concern to the the superintendents of RESA #12. This kind of focusing on one topic that is of relatively little concern statewide, in this case relationships with students, is an especially strong indicator of a need worthy of special attention.

RESA #13 (West Georgia RESA)

The school systems within RESA #13 are: Carroll, Coweta, Heard, Meriweather and Troup counties. Carrollton, Hogansville, LaGrange Cities. The eight school systems of this region are located in the western area of the state, with a combined enrollment (F.T.E.) of 38, 436. (Regional Educational Service Agencies. Annual Report. 1988. Georgia Department of Education, Atlanta). Of the eight school systems participating in the RESA, eight superintendents responded to the survey (100 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 24

The Ten Highest Ranked Needs of School Systems in the RESA #13 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #13 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	School-societal problems (drug abuse teen pregnancy, etc.)	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Strategic planning	2	Staff morale, group dynamics
2	Crisis, conflict management	3	Strategic planning
4	School-parent communication	4	Instructional supervision
4	School-staff communication	5	Knowledge of curriculum/instruction
4	Staff morale, group dynamics	6	Evaluating program effectiveness, implementing changes
7	School climate, learning environment	7	School-parent communication
8	Short term planning	8	Interpersonal relationships, rapport
8	Guidance and career planning	9	Supervision, evaluation of staff
8	Student involvement	10	School-community communication
8	Communication with students		
8	School-community communication		
8	Evaluating program effectiveness, implementing changes		
8	Staff involvement		

Discussion

Among the ten highest ranked in RESA #13, but not statewide:

Task Area	RESA #13 Rank	Statewide Rank
Crisis, conflict management	2	19
School-staff communication	4	12
School climate, learning environment	7	13
Short term planning	8	33
Guidance and career planning	8	22
Student involvement	8	21
Communication with students	8	17
Staff involvement	8	15

Among the ten highest ranked statewide, but not in RESA #13:

Task Area	Statewide Rank	RESA #13 Rank
Instructional supervision	4	15
Knowledge of curriculum/instruction	5	15
Interpersonal relationships, rapport	8	15
Supervision, evaluation of staff	9	15

Among the ten highest ranked in both RESA #13 and statewide:

Task Area	RESA # Rank	Statewide Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	1	1
Strategic planning	2	3
School-parent communication	4	7
Staff morale, group dynamics	4	2
School-community communication	8	10
Evaluating program effectiveness, implementing changes	8	6

RESA #13 - Needs Profile Summary

The very highest needs (No. 1 & 2) of RESA #13 were also among the highest in the statewide response, "School-societal problems" and "Strategic planning." Beyond those, however, RESA #13 spread out in its needs pattern among a very wide variety of task areas, with a strong flavor of "people-involvement-communication/problem-solving" kinds of issues. Seven such task areas were selected.

RESA #14 (Metro RESA)

The school systems within RESA #14 are: Cobb, Clayton, Fulton, Douglas, Dekalb, Gwinnett and Rockdale Counties. Atlanta, Buford, Decatur and Marietta Cities. The 11 school systems of this region are located in the greater Atlanta metropolitan area of the state, with a combined enrollment (F.T.E.) of 356,461. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 11 school systems participating in this RESA, 9 superintendents responded to the survey (82 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 25

The Ten Highest Ranked Needs of School Systems in the RESA #14 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #14 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Interpersonal relationships, rapport	2	Staff morale, group dynamics
3	School climate, learning environment	3	Strategic planning
4	Principal's role (in management of instruction)	4	Instructional supervision
5	Legal considerations	5	Knowledge of curriculum/instruction
5	Strategic planning	6	Evaluating program effectiveness, implementing changes
5	Crisis, conflict management	7	School-parent communication
5	Inservice for staff (certified & classified)	8	Interpersonal relationships, rapport
9	Computer and data processing	9	Supervision, evaluation of staff
9	Innovations, research	10	School-community communication
9	Staff corrective discipline		

Discussion

Among the ten highest ranked in RESA #14, but not statewide:

Task Area	RESA #14 Rank	Statewide Rank
School climate, learning environment	3	13
Principal's role (in management of instruction)	4	11
Legal considerations	5	18
Crisis, conflict management	5	19
Inservice for staff (certified & classified)	5	24
Computer and data processing	9	29
Innovations, research	9	35
Staff, corrective discipline	9	34

Among the ten highest ranked statewide, but not in RESA #14:

Task Area	Statewide Rank	RESA #14 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	1	14
Instructional supervision	4	38
Knowledge of curriculum/instruction	5	27
Evaluating program effectiveness, implementing changes	6	12
School-parent communication	7	19
Supervision, evaluation of staff	9	12
School-community communication	10	21

Among the ten highest ranked in both RESA #14 and statewide:

Task Area	RESA #14 Rank	Statewide Rank
Staff morale, group dynamics	1	2
Interpersonal relationships, rapport	2	8
Strategic planning	5	3

RESA #14 - Needs Profile Summary

Our survey provides for one "vote" per superintendent, regardless of the number of students in that system. These 11 superintendents in their survey responses speak to the needs of systems that enroll approximately one-third of all of Georgia's public school students.

We note first that despite their urban and suburban contexts, these superintendents did not express a high level of need related to school-societal problems, as did their colleagues statewide. Their selection of staff morale and interpersonal relations as their two highest ranked needs, buttressed by their choices of school climate, crisis and conflict management, and the corrective discipline of staff, presents a profile characterized by intense people-problems. Several of their ten highest needs are given only modest rankings by their peers, indicating that RESA

#14's needs profile is uniquely expressing their own administrative problem areas that require further attention.

Notably, the principal's role is still of high-level concern to these superintendents, and their interest in innovations and research and computers/data processing task areas also underscored their uniqueness.

RESA #15 (Northwest Georgia RESA)

The school systems within RESA #15 are: Bartow, Catoosa, Chattooga, Dade, Floyd, Gordon, Haralson, Paulding and Polk counties. Calhoun, Bremen, Chickamauga, Trion, Cartersville and Rome Cities. Walker is not a member of this RESA. The 16 school systems of this area are located in the northwestern corner of the state, with a combined enrollment (F.T.E.) of 71, 860. (Regional Educational Service Agencies, Annual Report, 1988, Georgia Department of Education, Atlanta). Of the 15 school systems participating in this RESA, 11 superintendents responded to the survey (73 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 26

The Ten Highest Ranked Needs of School Systems in the RESA #15 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #15 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Knowledge of curriculum/instruction	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Strategic planning	2	Staff morale, group dynamics
2	School-societal problems (drug abuse, teen pregnancy, etc.)	3	Strategic planning
4	Evaluating program effectiveness, implementing changes	4	Instructional supervision
5	Supervision, evaluation of staff	5	Knowledge of curriculum/instruction
6	School-community communication	6	Evaluating program effectiveness, implementing changes
6	School-parent communication	7	School-parent communication
6	Computer and data processing	8	Interpersonal relationships, rapport
6	Staff morale, group dynamics	9	Supervision, evaluation of staff
6	Recruitment, selection of personnel	10	School-community communication

Discussion

Among the ten highest ranked in RESA #15, but not statewide:

Task Area	RESA #15 Rank	Statewide Rank
Computer and data processing	6	29
Recruitment, selection of personnel	6	36

Among the ten highest ranked statewide, but not in RESA #15:

Task Area	Statewide Rank	RESA #15 Rank
Instructional supervision	4	12
Interpersonal relationships, rapport	8	12

Among the ten highest ranked in both RESA #15 and statewide:

Task Area	RESA #15 Rank	Statewide Rank
Knowledge of curriculum/instruction	1	5
Strategic planning	2	3
School-societal problems (drug abuse, teen pregnancy, etc.)	2	1
Evaluating program effectiveness, implementing change	4	6
Supervision, evaluation of staff	5	9
School-community communication	6	10
School-parent communication	6	7
Staff morale, group dynamics	6	2

RESA #15 - Needs Profile Summary

The highest-ranked need of the school systems of RESA #15 was "Knowledge of curriculum/instruction," selected #1 by three other RESAs, but different from the statewide #1 choice. The dominant pattern of choice in RESA #15 was a set of needs closely paralleling those of the statewide sample. Two selections which merited high rank in RESA #15, "Computer and data processing" and "Recruitment, selection of personnel" were of much lower concern to the statewide group.

RESA #16 (North Georgia RESA)

The school systems within RESA #16 are: Cherokee, Fannin, Gilmer, Murray, Pickens,Whitfeld Counties. Dalton City. The seven school systems of this region are located in the northern area of the state, with a combined enrollment (F.T.E.) of 39,785. (Regional Educational Service Agencies. Annual Report. 1988. Georgia Department of Education, Atlanta). Of the seven school systems participating in this RESA, five responded to the survey (71 percent).

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 27

The Ten Highest Ranked Needs of School Systems in the RESA #16 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #16 Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Strategic planning	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Computer and data processing	2	Staff morale, group dynamics
2	Evaluating program effectiveness, implementing changes	3	Strategic planning
4	Guidance and career planning	4	Instructional supervision
4	Student involvement	5	Knowledge of curriculum/instruction
4	School climate, learning environment	6	Evaluating program effectiveness, implementing changes
7	Time management	7	School-parent communication
7	Crisis, conflict management	8	Interpersonal relationships, rapport
7	Communication with students	9	Supervision, evaluation of staff
7	Systems for information dissemination	10	School-community communication
7	Defined K-12 curriculum		
7	Testing, placement, promotion/retention		
7	Instructional supervision		
7	Staff morale, group dynamics		
7	Interpersonal relationships, rapport		
7	Staff involvement		
7	Staff corrective discipline		

Discussion

Among the ten highest ranked in RESA #16, but not statewide:

Task Area	RESA #16 Rank	Statewide Rank
Computer and data processing	2	29
Guidance and career planning	4	22
Student involvement	4	21
School climate, learning environment	4	13
Time management	7	27
Crisis, conflict management	7	19
Communication with students	7	17
Systems for information dissemination	7	26
Defined K-12 curriculum	7	25
Testing, placement, promotion/retention	7	37
Staff involvement	7	15
Staff, corrective discipline	7	34

Among the ten highest ranked statewide, but not in RESA #16:

Task Area	Statewide Rank	RESA #16 Rank
School-societal problems (drug abuse, teen pregnancy, etc.	1	18
Knowledge of curriculum/instruction	5	18
School-parent communication	7	36
Supervision, evaluation of staff	9	18
School-community communication	10	18

Among the ten highest ranked in both RESA #16 and statewide:

Task Area	RESA #16 Rank	Statewide Rank
Strategic planning	1	3
Evaluating program effectiveness, implementing change	2	6
Instructional supervision	7	4
Staff morale, group dynamics	7	2
Interpersonal relationships, rapport	7	8

RESA #16 - Needs Profile Summary

The superintendents of RESA #16 selected not "ten highest ranked needs," but seventeen. "Strategic planning" was their single highest ranked task area. Their second highest ranked needs were two (tied), one of which was also a choice by the statewide sample ("Evaluating program effectiveness, implementing changes") and the other a special need of this RESA ("Computer and data processing").

RESA #16 superintendents showed relatively less concern for "School-societal problems (drug abuse, teen pregnancy, etc.)," than it did for several other statewide concerns. It selected a wide range of administrative needs among its ten highest, including three focusing on students (guidance, involvement, and communication) and five on relationships with staff.

The Non-RESA Group "RESA 0"

As noted earlier, seven of Georgia's 186 school systems do not participate in the services of any of Georgia's sixteen RESA's. The seven are Richmond, Screven, Muscogee, Chatham, Glynn, Walker, and Dougherty. Their combined enrollment was 134,473. (Regional Educational Service Agencies, Annual Report, 1988) or approximately 12 percent of Georgia's total student enrollment. They are, with the exception of Screven County (2919 F.T.E.) relatively large-enrollment systems, two at around 9,000 - 10,000, one near 20,000 and three around 30,000 in enrollment. They are, therefore, not typical of Georgia in that regard.

Shown below are the ten highest-ranked administrative needs of the school systems as perceived by their superintendents. For comparison, the ten highest-ranked administrative needs of school systems statewide are shown also.

Table 28

The Ten Highest Ranked Needs of School Systems in the "RESA #0" Region Compared with the Ten Highest Ranked Needs Statewide

"RESA 0" Superintendents		Statewide Superintendents	
Rank	Task Area	Rank	Task Area
1	Innovations, research	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Organization for curriculum development	2	Staff morale, group dynamics
2	Board-administration relationships	3	Strategic planning
2	School-societal problems (drug abuse, teen pregnancy, etc.)	4	Instructional supervision
2	School-staff communication	5	Knowledge of curriculum/instruction
6	Knowledge of curriculum, instruction	6	Evaluating program effectiveness, implementing changes
6	Knowledge/use of policies, goals	7	School-parent communication
6	Strategic Planning	8	Interpersonal relationships, rapport
6	Discipline, due process	9	Supervision, evaluation of staff
6	School-community communication	10	School-community communication
6	Principal's role (in management of instruction)		
6	Evaluating program effectiveness, implementing changes		
6	Staff morale, group dynamics		

Discussion

Among the ten highest ranked in "RESA #0", but not statewide:

Task Area	"RESA #0" Rank	Statewide Rank
Innovations, research	1	35
Organization for curriculum development	2	30
Board administration relationship	2	46
School-staff communication	2	12
Knowledge/use of policies, goals	6	39
Discipline, due process	6	20
Principal's role (in management of instruction)	6	11

Among the ten highest ranked statewide, but not in "RESA #0":

Task Area	Statewide Rank	"RESA #0" Rank
Instructional supervision	4	29
School-parent communication	7	15
Interpersonal relationships, rapport	8	15
Supervision, evaluation of staff	9	19

Among the ten highest ranked in both "RESA #0" and statewide:

Task Area	"RESA #0" Rank	Statewide Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	1
Knowledge of curriculum/instruction	6	5
Strategic planning	6	3
School-community communication	6	10
Evaluating program effectiveness, implementing changes	6	6
Staff morale, group dynamics	6	2

"RESA #0" - Needs Profile Summary

Because these are Georgia school systems in fictional "RESA #0" (that is, not served by any RESA), and four of their seven superintendents responded, it is not surprising that we find relatively more agreement among them. "RESA #0" is the only group of school systems whose greatest concern was in innovations and research, and the only group for whom a set of needs was selected that revolve around the issues of goals, vision and policies. They selected school-societal problems as a high ranked need, among others chosen in common with the statewide sample.

SUMMARY AND CONCLUSIONS

A 1989 survey of Georgia's school superintendents as to the administrative needs of their school systems, commissioned by the Georgia Education Leadership Academy as part of a series of such assessments, was undertaken to discover the relative rank of these needs according to four organizational criteria.

These four were:

I Needs of school systems statewide.

II Needs by size/socioeconomic status of systems.

III Needs by cost per pupil of systems.

IV Needs by RESA of system.

The findings, based on an 86 percent response of all of Georgia's superintendents to a 61 item mailed survey, are summarized in this section.

I. Needs of School Systems Statewide

Superintendents across the state, while ranking school-societal problems (such as drug abuse and teen-pregnancy) as their highest need, told us that their most critical needs fell into three categories:

1. People-centered problems areas, including staff morale, interpersonal relationships, and communications both within the system and between the system and the community.

2. Instructional leadership areas, including supervision, knowledge of curriculum and instruction, and program and teacher evaluation.

3. Managerial areas, including strategic planning, school-societal problems, and implementing change.

Superintendents' level of need in the area of teacher evaluation diminished sharply from our prior studies because, we believe, of the Academy's staff development programs for school leaders statewide in conjunction with the new state teacher evaluation instrument. Similarly, superintendents' prior high level of concern with the role of the principal also diminished, quite possibly related to those same events which had the effect of focusing principals' behavior statewide on instructional leadership. In general we saw a trend in which "instructional" needs declined in rank to be displaced by "management" needs.

II. Needs by Size/Socioeconomic Status of Systems

Superintendents' ratings of needs were also examined according to their systems' placement in one of six categories of size/socioeconomic status. These six were large-high and large-low SES; mid-sized-high and mid-sized-low SES; and small-high and small-low SES school systems.

While the results for each of these six categories of school systems portrayed a unique profile of needs, each with its own special "flavor", there was also much similarity among them. All six groups placed on their select lists at least five of the ten highest needs selected by superintendents statewide. Only two of the six groups, however, selected the same task area as its highest ranked need, "Strategic planning". Small school systems, in both the higher and

lower SES groups, tended to be the most divergent from the statewide group. They also showed a special focus of concern related to in-school and classroom-based types of task areas.

Mid-sized school systems, both higher and lower SES, tended to be most similar to the statewide groups.

For large, higher SES systems, virtually all of their high ranked needs were in the "management" domain rather than the "instructional" domain. Superintendents of large, lower SES systems on the other hand, were more like the statewide group. Some attention is given to these results in the report.

In summary, there appears to be sufficient uniqueness within each of the six size/SES groups to warrant the special attention of staff developers who anticipate serving superintendents within any of the groups. There also appears to be sufficient similarity, however, for staff developers to address the needs of a mixed group of superintendents (those from all categories of size/SES) by utilizing statewide results.

III. Needs by Cost per Pupil of Systems

The needs of school systems were examined next by placing them in cost per pupil groups, from the second-highest cost range down to the second-lowest, constituting 95 percent of all respondents.

There are greater similarities than differences among these groups, as to their administrative needs. For instance, each of these groups placed on its select list at least six of the ten highest ranked needs of all systems statewide.

Differences among the groups are noteworthy, however. The second-highest cost group ($3300 - $4000), for example, ranked instructionally-related needs higher, and had fewer high needs in the area of communications. The upper-middle cost group ($3000 - $3299) expressed an especially high level of concern related to boards, policies, and budgeting. The second-lowest cost group ($2350 - $2649) perceived "Instructional supervision" as its top-ranked need, and also showed greater interest in school-parent communications and in the role of the principal. The lower-middle cost group ($2650 - $2999) mirrored most closely the needs profile of superintendents statewide.

In summary, each cost group was unique in its pattern of administrative needs, and will warrant the attention of staff developers working with superintendents gathered together on this basis. It is also true, however, that there existed greater similarities than differences among these groups.

IV. Needs by RESA of System

To discover whether there were regional differences in the administrative needs of school systems, the data was also organized according to the RESA membership of the system. (Sixteen RESA's plus a fictional "RESA #0" to account for systems not served by any RESA.)

The group of school systems within any one RESA presented a profile of needs unlike that of any other. At the same time, each group included among its highest ranked needs some of the same critical needs as their peers statewide.

For example, systems within RESA #3 (Central Savannah River Area) selected school-parent communication as their most critical need, the only regional group to do so. At the same time, RESA #3 superintendents selected eight of the ten highest needs also selected by the statewide group. This pattern of "unique-yet-similar" was found in each of the regional groups, including "RESA 0," the only group to designate innovations and research as its top-ranked need.

Programs of staff development organized for leaders of systems within a RESA could be guided, in part, by a study of the needs profile for that RESA, along with a review of the profile of the statewide group. A statewide priority such as strategic planning, for example, could be addressed to a specific RESA group within the context of that region's expressed needs (as for example, "School-societal problems") to enhance relevance to the participants.

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APPENDIX A

SUPERINTENDENTS' PERCEPTIONS OF SCHOOL SYSTEM NEEDS
COMPARISON OF 1985, 1986, 1987, AND 1989
LISTED BY 1985 RANK

RANK					MEAN SCORE				% OF SUPTS. RATING AS A "4" (HIGH NEED)			
1985	1986	1987	1989	Task Area	1985	1986	1987	1989	1985	1986	1987	1989
1	1	1	9	Supervision, evaluation of staff	3.242	3.393	3.257	2.8113	47	58	55	28
2	2	2	4	Instructional supervision	3.120	3.273	3.168	2.9000	41	51	47	33
3	3	3	6	Evaluating program effectiveness, implementing change	3.089	3.239	3.063	2.8797	38	45	38	29
4	4	6	5	Knowledge of curriculum/instruction	2.981	3.123	2.980	2.8854	37	41	36	30
5	4	4	11	Principals role (in management of instruction)	2.962	3.123	3.034	2.7610	39	47	45	26
6	6	5	2	Staff morale, group dynamics	2.936	3.018	2.993	3.0380	32	37	37	35
7	9	10	7	School parent communication	2.898	2.938	2.767	2.8608	30	31	29	29
8	7	7	14	Knowledge/use of leadership techniques	2.892	2.988	2.894	2.7342	37	39	33	26
9	11	12	10	School community communication	2.866	2.827	2.693	2.8101	30	29	24	28
10	14	8	3	Strategic planning*	2.854	2.762	2.838	2.9937	28	27	29	41
—	—	—**	1	School-societal problems (drug abuse teen pregnancy, etc.)	—	—	—	3.0443	—	—	—	38
—	—	—	33	Short-term planning	—	—	—	2.4038	—	—	—	13

* Was "Long, short-term planning", 1985-1987
** Blanks indicate task area not included that year

Appendix A (continued)

RANK					MEAN SCORE				% OF SUPTS. RATING AS A "4" (HIGH NEED)			
1985	1986	1987	1989	Task Area	1985	1986	1987	1989	1985	1986	1987	1989
11	13	24	29	Computer, data processing	2.840	2.772	2.547	2.5063	30	27	20	19
12	16	13	25	Defined K-12 curriculum	2.739	2.750	2.676	2.5414	31	27	26	19
13	26	15	26	Systems for information dissemination	2.732	2.607	2.660	2.5380	28	23	27	16
14	15	19	15	Staff involvement	2.707	2.759	2.590	2.7325	20	21	17	23
15	8	9	8	Interpersonal relations, rapport	2.699	2.957	2.829	2.8535	27	31	28	28
16	10	22	13	School climate, learning environment	2.679	2.871	2.562	2.7468	24	33	22	28
17	43	56	61	Career ladders	2.647	2.280	1.867	1.2803	29	21	11	09
18	40	36	44	Absenteeism (personnel)	2.643	2.329	2.363	2.1911	24	19	22	18
19	27	23	18	Legal considerations	2.641	2.654	2.547	2.6624	29	22	24	28
20	19	11	12	School-staff communications	2.637	2.695	2.740	2.7468	22	24	27	28
21	23	18	23	Decision making, problem solving	2.631	2.667	2.632	2.5478	25	28	22	21
22	12	16	16	Classroom management	2.608	2.787	2.647	2.7278	18	27	24	22
23	30	30	27	Time management	2.605	2.537	2.500	2.5350	18	22	15	18
24	25	28	37	Testing, placement, promotion/retention	2.570	2.620	2.511	2.3608	21	20	14	14
25	21	14	24	Inservice for staff (certified and classified)	2.567	2.677	2.673	2.5449	18	24	25	18
26	28	20	31	Budgeting, preparation and control	2.564	2.558	2.586	2.4331	25	30	31	28
27	33	27	28	Stress management	2.558	2.497	2.517	2.5253	21	18	22	25
28	17	17	31	Scheduling, lesson planning, time-on-task	2.557	2.735	2.645	2.4331	18	21	21	17

Appendix A (continued)

RANK					MEAN SCORE				% OF SUPTS. RATING AS A "4" (HIGH NEED)			
1985	1986	1987	1989	Task Area	1985	1986	1987	1989	1985	1986	1987	1989
29	29	34	41	Assessing, reporting student progress/ grading	2.538	2.556	2.376	2.2516	18	16	13	10
30	20	26	19	Crisis, conflict management	2.532	2.681	2.524	2.6266	21	24	23	21
31	37	38	38	Task differentiation, clarity	2.529	2.398	2.329	2.3269	16	10	11	09
32	18	21	----	Defined expectancies, disciplinary procedures	2.510	2.699	2.577	———	23	24	20	----
33	31	31	22	Guidance, career planning	2.503	2.519	2.480	2.5500	18	17	15	19
34	21	25	30	Organization for curriculum development	2.494	2.677	2.534	2.4645	20	24	20	14
35	32	29	17	Communication with students	2.481	2.503	2.510	2.6795	17	16	19	21
36	24	33	34	Staff, corrective discipline	2.471	2.640	2.410	2.3974	19	24	14	12
37	34	39	39	Knowledge/use of policies, goals	2.420	2.457	2.893	2.3248	19	21	14	16
38	35	35	20	Discipline, due process (students)	2.401	2.421	2.369	2.5570	20	16	15	19
39	35	44	45	Maintenance and operation (facilities)	2.362	2.421	2.151	2.1847	13	15	14	09
40	39	37	36	Recruitment, selection of personnel	2.350	2.340	2.340	2.3758	25	22	17	21
41	48	43	-----	Management by objectives (administration)	2.321	2.185	2.162	———	12	12	07	----
42	41	42	35	Innovations, research	2.316	2.306	2.266	2.3822	13	12	10	13
43	50	46	-----	Energy conservation (facilities)	2.306	2.130	2.090	———	10	12	11	----
44	53	60	60	Merit plans	2.304	2.000	1.643	1.3782	23	13	07	06
45	42	40	21	Student involvement	2.274	2.296	2.894	2.5506	20	08	07	18

Appendix A

RANK					MEAN SCORE				% OF SUPTS. RATING AS A "4" (HIGH NEED)			
1985	1986	1987	1989	Task Area	1985	1986	1987	1989	1985	1986	1987	1989
46	38	32	47	Accounting, record keeping	2.217	2.350	2.441	2.1456	18	20	22	15
47	44	41	43	Updating policies, procedures	2.197	2.270	2.283	2.1935	20	16	16	16
48	46	47	40	Varied resources to meet needs (instruction)	2.177	2.224	2.083	2.2911	07	07	07	11
49	47	49	-----	Resource utilization, professional, community	2.174	2.190	2.021	———	09	10	05	----
50	45	45	42	Appropriate materials, equipment	2.139	2.259	2.130	2.2258	07	10	08	08
51	49	52	46	Board-administrator relations	2.065	2.179	1.986	2.1818	15	21	14	18
52	54	51	48	Purchasing and distribution	2.064	1.994	2.014	2.0255	11	08	06	09
53	55	48	49	Captial outlay projects	2.045	1.951	2.041	2.0064	13	13	15	16
54	52	54	55	Financial reports	2.025	2.068	1.903	1.8726	12	13	08	08
55	50	50	53	Verical/horizontal organization (instruction)	1.967	2.130	2.014	1.9299	06	10	06	04
56	57	57	49	Transportation	1.896	1.843	1.836	2.0064	08	07	11	10
57	56	58	57	School food and nutrition	1.876	1.936	1.747	1.8599	04	07	05	05
58	58	53	56	Managing federal and staff projects and programs	1.854	1.791	1.910	1.8718	08	09	06	08
59	59	55	52	Employee benefits	1.813	1.720	1.889	1.9359	06	07	07	08
60	60	59	54	Extra-curricular programs	1.731	1.700	1.723	1.8903	04	02	04	07
61	61	61	59	Student publications	1.724	1.593	1.631	1.7564	04	02	03	04

Appendix A

RANK					MEAN SCORE				% OF SUPTS. RATING AS A "4" (HIGH NEED)			
1985	1986	1987	1989	Task Area	1985	1986	1987	1989	1985	1986	1987	1989
—	—	—	58	Organizational culture	—	—	—	1.8194	—	—	—	03
—	—	—	51	Pupil accouting (F.T.E.)	—	—	—	1.9423	—	—	—	13

APPENDIX B

Needs Survey Groups, Georgia School Systems

Size/SES

I	Large systems, 8500 or more students, 20% or less of students enrolled eligible for free lunch
II	Large systems, more than 20% of students enrolled eligible for free lunch
III	Mid-sized systems, 2000-8499 students, 32% or less of students enrolled eligible for free lunch
IV	Mid-sized systems, more than 33% of students enrolled eligible for free lunch
V	Small systems, fewer than 2000 students, 45% or less of students enrolled eligible for free lunch
VI	Small systems, more than 45% of students enrolled eligible for free lunch

Cost/Child

Group A	Above $4,000	Group D	$2,650 - $2,999
Group B	$3,300 - $4,000	Group E	$2,350 - $2,350 - $2,649
Group C	$3,000 - $3,299	Group F	Below $2,349

(School systems are identified by size/SES group and cost/child group on next page)

NEEDS SURVEY GROUPS, GEORGIA SCHOOL SYSTEMS

Systems	Group: Size/SES	Group: Cost/Child	Systems	Group: Size/SES	Group: Cost/Child
Americus	IV	E	Dalton	III	B
Appling	III	C	Dawson	V	D
Atkinson	VI	D	Decatur City	IV	A
Atlanta	II	A	Decatur	IV	E
Bacon	IV	E	DeKalb	I	B
Baker	VI	B	Dodge	IV	D
Baldwin	III	D	Dooly	VI	C
Banks	V	E	Dougherty	II	C
Barrow	III	E	Douglas	I	D
Bartow	III	C	Dublin City	IV	E
Ben Hill	V	F	Early	IV	D
Berrien	III	E	Echols	V	C
Bibb	II	C	Effingham	III	D
Bleckley	V	D	Elbert	IV	D
Brantley	III	E	Emanuel	IV	E
Bremen	V	D	Evans	V	E
Brooks	IV	C	Fannin	III	D
Bryan	III	E	Fayette	I	D
Buford	V	C	Fitzgerald	IV	E
Bulloch	IV	D	Floyd	I	C
Burke	IV	F	Forsyth	III	D
Butts	III	D	Franklin	III	E
Calhoun City	V	C	Fulton	I	A
Calhoun	VI	D	Gainesville	III	B
Camden	III	D	Gilmer	III	D
Candler	V	C	Glascock	V	F
Carroll	II	C	Glynn	II	B
Carrollton	III	C	Gordon	III	D
Cartersville	III	D	Grady	IV	D
Catoosa	III	E	Greene	IV	D
Charlton	V	D	Gwinnett	I	D
Chatham	II	B	Habersham	III	D
Chattahoochee	VI	C	Hall	I	D
Chattooga	IV	D	Hancock	VI	D
Cherokee	I	E	Haralson	III	D
Chickamauga	V	F	Harris	III	D
Clarke	II	B	Hart	III	D
Clay	VI	C	Heard	V	B
Clayton	I	C	Henry	I	D
Clinch	VI	C	Hogansville	V	D
Cobb	I	D	Houston	II	D
Coffee	IV	D	Irwin	V	D
Colquitt	IV	D	Jackson	III	D
Columbia	I	E	Jasper	V	D
Commerce	V	E	Jeff Davis	III	D
Cook	IV	D	Jefferson City	V	D
Coweta	II	D	Jefferson	IV	E
Crawford	V	D	Jenkins	VI	D
Crisp	IV	D	Johnson	VI	D
Dade	III	D	Jones	III	E

LaGrange City	IV	C
Lamar	IV	D
Lanier	V	D
Laurens	IV	B
Lee	III	E
Liberty	III	F
Lincoln	V	D
Long	V	D
Lowndes	III	D
Lumpkin	III	D
Macon	IV	D
Madison	III	E
Marietta	III	B
Marion	VI	D
McDuffie	IV	E
McIntosh	VI	D
Meriwether	IV	E
Miller	V	C
Mitchell	IV	D
Monroe	III	D
Montogomery	VI	D
Morgan	IV	D
Murray	III	E
Muscogee	II	C
Newton	III	D
Oconee	III	E
Oglethorpe	V	D
Paulding	III	E
Peach	IV	E
Pelham	VI	F
Pickens	III	D
Pierce	IV	E
Pike	V	D
Polk	III	D
Pulaski	V	E
Putnam	IV	D
Quitman	VI	B
Rabun	V	C
Randolph	VI	E
Richmond	II	D
Rockdale	I	D
Rome City	IV	D
Schley	V	D
Screven	IV	D
Seminole	VI	D
Spalding	II	D
Social Circle	V	D
Stephens	III	D
Stewart	VI	B
Sumter	IV	D
Talbot	VI	D
Taliaferro	VI	B
Tattnall	IV	D
Taylor	V	D
Telfair	IV	D
Terrell	VI	D
Thomas	IV	D
Thomaston Cioty	V	E
Thomasville City	IV	D
Tift	IV	E
Toombs	IV	E
Towns	V	D
Treutlen	V	E
Trion City	V	F
Troup	III	E
Turner	IV	D
Twiggs	VI	E
Union	V	D
Upson	IV	E
Valdosta	IV	E
Vidalia	III	F
Walker	I	D
Walton	III	E
Ware	III	E
Warren	VI	D
Washington	IV	D
Waycross	IV	C
Wayne	IV	E
Webster	VI	B
Wheeler	VI	D
White	III	C
Whitfield	I	D
Wilcox	VI	D
Wilkes	IV	D
Wilkinson	IV	D
Worth	IV	E